



Governing Council Meeting

Oct. 28, 2008 minutes

Members Present

Diana Bennett	President	Joe Mangan	PE/Athletics
Eileen O'Brien	Vice President	Madeleine Murphy	Language Arts
Lloyd Davis	Secretary	Jim Robertson	Creative Arts/Social Science
Rosemary Nurre	Treasurer	Kevin Sinarle	Counseling
Jeremy Ball	Past President	Huy Tran	Math/Science
Bernard Gershenson	Language Arts	Ruth Turner	Student Services
		Lilya Vorobey	Technology

Others Attending

Mike Claire	President, CSM	Tim Maxwell	Language Arts
Laura Demsetz	Math/Science	Elena Mosharova	Student
Teeka James	/Language Arts	Anne Stafford	/Language Arts

CALL TO ORDER The meeting was called to order at 2:18 pm. The agenda, and the minutes of Oct. 14, 2008, were approved.

FACULTY APPOINTMENTS Governing Council unanimously approved the hiring of a faculty director for the Dental Hygiene program, as described at our Oct. 14 meeting by Math/Science Dean Charlene Frontiera. Council also unanimously accepted the screening committee for that position: Charlene Frontiera, Jane McAteer, Hui Tran, Carlene Tonini, and Doni Bird, who is director of, and instructor in, the Dental Hygiene program at Santa Rosa Junior College.

NEW BUSINESS – MINIMUM QUALS CSM President Mike Claire assured Governing Council the college adheres to minimum qualifications, without exception. Concerns were expressed at our Oct. 14 meeting. Screening committees use the state min quals document. In areas with no masters' degrees, a bachelor's degree and two years experience, or an associate degree and six years experience, are required. Mike recalled in one case a person was hired who lacked those requirements, but the screening committee applied the equivalency process and determined the person was qualified. Mike also noted this was the first Governing Council meeting he has attended as President, and he would like to pop in now and then.

Mike gave an update on accreditation. We are set for the Nov. 3 visit by two members of the original team. Our follow-up report and educational master plan are complete and in their hands. The first iteration of our revised strategic plan is ready as well. We think we have fully met the first set of recommendations. Mike hired an independent person who had been on 30 site visits to look at our follow-up report as if her were a visiting team member. He felt we had put our best foot forward. We don't know what the outcome will be, but on or off warning we will have the same work in the coming year. A majority of colleges are being put on warning. There is a clear shift in the direction ACCJC is taking. All we can do is respond and move on. Mike thanked the accreditation oversight team, including Teeka and Diana, and said he was not at all concerned about the possibility of losing accreditation.

Diana said we should see whether our min quals are up to date. In some areas of technology, master's and bachelor's degrees are newly available. We will review and revise as necessary our min quals in spring to take forward to Academic Senate for California Community Colleges (ASCCC.)

NEW BUSINESS – BSI COORDINATOR The Basic Skills Initiative Committee proposal for a Basic Skills/Developmental Education coordinator has been approved by the Budget Planning Committee and

will go to College Council for approval. The coordinator would have nine units of reassigned time, six of them funded by state BSI money. No support staff was requested, and there would be no effect on new faculty hiring. Having a coordinator is recommended by *Basic Skills as a Foundation for Student Success* (the “poppy copy.”) Points in discussion: Why not take all the funding from state BSI money? The coordinator will be a faculty member pulled out of other activities. A part-timer must be paid to cover the coordinator’s classes. Wouldn’t it be better to run low enrollment classes than have a full-time coordinator? The college needs guidelines for how many faculty can be doing non-faculty things, don’t just keep tapping faculty. Could we hire an adjunct as coordinator? After a year maybe the program can run itself and won’t need a coordinator. Diana and Eileen will take these concerns to College Council.

NEW BUSINESS – HONORS PROGRAM Tim Maxwell described his vision of a new, improved honors program. Tim, a full-time English instructor, became honors program coordinator this year. As a part-timer for ten years at DeAnza, Foothill, Canada, CCSF, USF, Stanford, DVC, and College of Marin, he has had a range of experiences and of students. At DeAnza he was honors program coordinator for three years, with 150 active students and seven honors courses, across the curriculum and with reduced enrollment, each term. He was happy to work in that program. It allowed bringing students together into a community on campus, and use their energy to enrich the student body. He hoped to get involved with honors students and the program here. He discovered our honors program had suffered much institutional neglect. It had not been a priority for some time, and there was not enough released time for a coordinator to develop it. It needed a plan and an advocate.

An honors program is a place for high achieving students who want to do more but are often silenced by less engaged students. There is nowhere in particular on campus where such students can feel they belong. They are a special community. There are lots of colleges on the Peninsula to which students can go. Foothill, DeAnza, and CCSF have terrific honors programs. Cabrillo is working on its honors program. An honors program would help strengthen our campus community. We would benefit from having more high achievers. We now have two honors classes in spring, and a temporary application procedure for them. For next year we want to offer more classes and develop a cohort of honors students.

The program would focus on a core of honors classes, held to 18-22 students each for group discussions and so instructors can experiment with more innovative techniques. The classes would be across the curriculum, so students could meet IGETC requirements within the program. An honors counselor would be designated to help students transfer. Admission of students would be based on multiple measures. Placement based only on test scores in reading and writing excludes many who could succeed. Students from developmental writing classes who show initiative and ability could enter the honors program. Instructors who want to teach in the program would be required to propose enhanced courses, with more room for student projects. A senate panel would select instructors based on these proposals, not on seniority and not restricted to full-timers. We would look for innovation, enhancement, and energy in honors faculty, so we can bring those out in students. Campus community service, such as mentoring, tutoring, editing, counseling, and student government would be expected of student participants. This service would benefit the students and the campus, strengthen student resumes, and earn points toward special scholarships. Honors contracts would be developed, but with oversight so students don’t get honors merely for extra credit work. We should consider how to expand honors to engineering and math. Students deserve recognition for highly challenging courses. We want to reach many high achievers. Our exceptional students deserve special attention. As a marketing tool we can assure transfer agreements with, and get higher transfer rates to, schools such as UCLA.

Tim believes in the program and wants to make it work, and has seen enthusiasm in both students and teachers. He seeks questions and suggestions and asks we consider endorsing the idea. An ad on p. 117 of the schedule of classes describes the program as elite but not elitist. In the absence of a transfer agreement, students who complete the honors program would be identified as honors scholars on their transcripts. Currently we have president’s scholars. Honors classes would be identified with an H.

Grades in honors classes would not be weighted for GPA purposes. Diana suggested forming a Senate committee this fall to review proposals for spring.

Asked about how honors would impact other classes, Tim said honors classes pull relatively few students from regular classes. Honors classes are small and have difficulty attracting students. Students want to preserve GPAs and don't want the additional challenge of an honors class. Honors is for particularly energetic students. It does not make sense to deny them courses in which they can stretch their wings.

Jim has been involved in two kinds of honors courses. He has taught one semester of US history with a regular and honors section meeting together. Five years ago four or five students would sign up for such courses. In recent semesters, he has offered contract colloquia but few signed up. An honors section of humanities in which students read original source material attracted two to four students per semester. As the reputation of our honors program grows, more students qualified for four year schools will come here. These students will add spark outside honors classes in two ways: some will be in regular classes since there are few honors sections. Some will give student community service such as mentoring and tutoring.

Most honors courses are in Language Arts or Social Science, but Laura Demsetz learned at a statewide engineering meeting last week that Cabrillo includes courses like linear algebra, differential equations, advanced engineering circuits, and organic chemistry in its honors program. Most of these have only one section so separate honors sections would not be feasible. Students in those courses are among the best in the college and their programs do not allow time for a full complement of general education courses. UCLA and UCSD have accepted these.

Anne reported having mixed feelings about the honors program. She is concerned about the lack of discussion on campus. If the program brings more students to campus, our concern about drawing top students out of regular classes becomes moot. It seems very elitist, but the program would serve a wonderful function for many of our students as a place to excel with other excited students. However, it is our weakest students who need the small classes. She is worried about directing resources – money, time, energy, and thought – toward students who will do well anyway and will get such opportunities when they transfer. With few resources for the honors program, distributing them instead among developmental students might not matter.

Teeka would like us to look at a cost-benefit analysis. Honors would be funded at the expense of what? Do we cancel 15-student classes to make possible 7-student honors sections? The program will benefit motivated students, but will it siphon off those students, taking the sparks away from regular classes? She is also concerned about the process for setting up the program. It is good Tim came today to start the conversation, and it should continue with forums. Things should bubble up from the faculty. Tim has done a fabulous job putting together a starting point. This is 10+1 and should come from us. We do not want to get rid of whole programs, then run small honors classes. Let's do it in a prudent way.

Tim reported Foothill has an Honors Institute. That sounds elitist, and it is, but less so now. It offers a mix of regular and small courses and a contract model. It does not draw complaints. It brings students and prestige to the college. Jim said we shouldn't shy away from elitism in an honors program. Education is a meritocracy. Apologizing for an honors program gets the concept of an intellectual attainment process wrong.

Bernard reviewed the history of honors at CSM. Michael Chriss started the honors program in the late '80s. It was most successful, and included full sections of English 100, 110, and 165. When he retired, it lost clarity. At its height there was no question that there were still bright students in other sections. Students must pick sections to fit their schedules.

Will asking the Senate to oversee, advise, and promote the revived honors program create more work for us? Honors courses must be approved by the Committee on Instruction. Should they come directly from

divisions and departments, or does that risk territoriality and jealousy? Tim said he doesn't want to make selections himself. He did that at DeAnza as a part-timer, and there was resentment and jealousy. He didn't want to do it there, and he doesn't want to do it here, especially without tenure. Bernard said to be successful, the program will need lots of care. It will take recruitment until the program achieves status.

Madeleine spoke about her analogous situation, working on online classes when she was first hired. Online classes are worthy, but the District has yet to come out with criteria for success, and doesn't know who takes the classes. The District should come up with a plan. It would be good to avoid an "if we build it they will come" attitude. Try to be sure we determine how much it will cost and what constitutes success. After say four years, see how popular, and how expensive, the program is. Do we use a writing sample and letters to admit students to the program, like a learning community? Tim says he would do that with the released time he gets. Tim asked for and got Susan's assurance of three years of institutional support. If we get no results to grow the program, abandon it. She fully endorsed his plan. At DeAnza, the program bubbled up from faculty. Tim added community service.

Jeremy gave more history. Under Michael Chriss, the CSM honors program was two courses, usually including English, plus one-unit seminars for people interested in pursuing a course they had taken. Most participants were returning students who wanted community and more of a challenge. Since then, lots of major universities in California have become interested in tapping into community college diversity. They want to target the elite. With a transfer agreement, students who complete the honors program will get guaranteed admission or priority registration. The catch 22 in starting the program is this: To get a transfer agreement we need a full-fledged, well-functioning honors program with 17 to 21 units and student contracts. To attract students, we must offer the transfer agreement. This means running the program at a loss at first, this in the face of budget cuts. Phi Theta Kappa is a community which attracts top students. For many students, going to community college is a tough pill to swallow. An honors program also helps attract students and their parents. Increased enrollments would help pay for the program. A lot of students would get into UCLA anyway. Skyline and CCSF have transfer agreements, and Canada is working on it. We're the only one without such a program.

Anne asked for the sense of the senate about the program. A three year trial period makes sense. It is not a great idea for single person to decide what gets into the program. At least two people from different disciplines should be involved. The process needs oversight. Jeremy proposed ASGC identify an honors council to work with Tim. Tenured senate members have more ability to create a program which is more than just a smattering of classes.

Madeleine said community colleges should swell in a crisis. Other colleges have honors programs, so if we don't we lose out. After we invest in it and clearly articulate what we want it to do, we can see if it's worth the investment. Laura added Cabrillo's list of single section courses with no parallel honors section included a course in major British writers. Teeka said our American Lit has only one section, many of its students are honors level, and only a few can pull off an A. On having non-tenured faculty run the program, she said new hires won't necessarily be successful and the burden of starting new programs can compromise that more. The senate should discuss offering non-tenured faculty a little more protection.

Jeremy worked with Grace Sonner on the honors program before he was tenured. It was hard but exciting work. One or two of its graduates got into Stanford. He said having the program under Governing Council would offer protection to untenured faculty. Tim said as honors coordinator at DeAnza he transferred more than 20 honors students to UC Berkeley. He learned from Admissions & Records people at different schools including Stanford that top schools want to see excess capacity in successful community college students. The honors program provides recognition students sought a challenge, and community service adds to that.

Diana summarized: We need more discussion, with a cost analysis of a three year program, support for Tim, and marketing involvement. See what would be expected of students. The position needs Senate shelter in the form of a subcommittee to oversee and advise, but not run, the program.

Points in discussion: Which courses are picked, and how? Which instructors? What extra things do instructors have to do? What should the Senate do? Does a committee need to be formed first, to serve as a group Tim can talk to about fleshing things out? In a time of limited budgets, can a scaled-down program work? The program will attract students only if we can get a transfer agreement, but will that be enough? We have no transfer agreement with UCLA, and Berkeley doesn't offer them. Students could demonstrate excess capacity through their personal statements. We will get students whose parents can't afford tuition at four year schools.

More discussion points: With the present focus on decision-making and planning processes, we can't go forward without looking at the educational master plan and the like. Strengthening the honors program did come out of the self study. We have tons of data about the community and the peninsula, but there is no way to survey students who don't come here. Skyline has double-digit FTES growth and 150+ honors students with a nine unit coordinator. Most honors directors are full-time positions. If we don't commit enough, we guarantee failure. We agree on supporting Tim but details need to be worked out and we need to look at other areas for the program. Student Elena Mosharova, a member of Phi Theta Kappa, said she would love to be in an honors program. It strengthens one's resume. She suggested spreading the word through student honor societies.

Diana said the honors program should continue, but requires more work, and called for faculty assistance for Tim and suggestions on next steps. If Tim needs a review board for faculty proposals we should participate. Jeremy said last year Canada's senate spent much time on honors, but no such program has been launched. Laura said areas outside Language Arts, like Business/Technology and Math/Science, should be involved.

NEW BUSINESS – BOARD POLICY 2.09 Diana learned from Patty Dilko that in paragraph 5 we were asked to choose between requiring 50%+1 of members present, or requiring 2/3 of members present, to agree for District Shared Governance Council to forward a recommendation to the chancellor. Jeremy supported 2/3 because it is closer to consensus, and seeking consensus builds dialogue. Some paragraphs needed to be renumbered correctly. Governing Council also had to decide between listing both the Academic Senate's 10+1 areas and the student senate's nine areas, and listing neither. Both sets are listed elsewhere in board policy. MSU to support the 2/3 requirement, renumber the paragraphs, and remove the lists of faculty and student senate areas of responsibility but leave the references to the lists.

ANNOUNCEMENTS Diana reported the District has not posted a list of **Faculty Service Areas**. Debbie Carrington will get a list to Diana. We can task the footwork on FSAs to the PIV committees. One such committee is already working on FSAs.

Two members of the **accreditation team** will be on campus Monday, Nov. 3 for a site visit.

Skyline professor Alec Bates is holding a **Marriage Equality Forum**, focused on Proposition 8 on the Nov. 4 ballot, at Skyline on Oct. 29.

ADJOURNMENT The meeting was adjourned at 4:00 pm. The next meeting will be Nov. 11.